

Teachers' classroom management practices as a determinant of pre-schoolers' task persistence. Implication for early childhood development

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Abstract

Preschoolers' task persistence during classroom instruction has become a thing of concern to parents, education stakeholders and the general public. This lack of task persistence by pre-schoolers during classroom instruction may be attributed to the teachers' classroom management practices. This study was therefore carried out to determine the extent to which teachers' classroom management practices can predict preschoolers' task persistence. The purpose of this was to determine the predictive ability of teachers' classroom management practices on preschoolers' task persistence. The study employed both descriptive and correlational research designs. 5 preschool educators and 156 pupils were purposively sampled for the study. The instruments for data collection were developed by the researchers from literature reviewed. The research questions were answered using mean and Pearson Product Moment Correlation Analysis while the hypothesis was tested at 0.05 using Regression analysis. The result of the study showed that teachers' classroom management practices is a significant factor in determining pre-schoolers' task persistence. The study concluded that teachers' classroom management practices is a significant predictor of pre-schoolers' task persistence. It is therefore recommended that early childhood educators should always adopted an effective classroom management practices that will enhanced and promote preschoolers' task persistence during classroom instructions.

Keywords: Education, Classroom management, pre-schoolers, task persistence, childhood educators.

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1.0 INTRODUCTION

Education systems exist to help children acquire the skills they will need to perform professionally and productively in future as adults in their various communities. Effective education is defined as the degree to which schools are successful in achieving their educational goals and objectives. Education is a significant tool and a valued item on the 2015 Sustainable Development Goals (SDGs). The most significant investment a country can make in its people for socioeconomic growth is quality education. Education is regarded as one of the most important tools for social mobility in all societies. Most governments pay close attention to education because of its favourable benefits on productivity, creativity, entrepreneurship, and technical breakthroughs.

This education starts at the preschool level, which is the foundation of all round education. Preschool is now recognized in many developed and developing countries around the world as a stepping stone to later academic performance and general well-being of an individual. This is because preschool learning experiences have been shown to significantly improve children's cognitive, emotional, and social capacities, as well as their entire personality. In her National Policy on Education, the Federal Republic of Nigeria (FRN, 2014) defined preschool as the type of education provided to children aged 0 to 5 years in an early childhood care center or nursery prior to the start of primary school. It is also considered a time when children have their first school learning experiences (Yoleri, 2014). Preschool is also seen as the basic preparatory type of education offered to children before substantive education. The success of any pre-school education in achieving its goals and objective may be dependent on the appropriate classroom management practices adopted by the early childhood educators.

The classroom provides a secure place for both students and teachers to participate in educational activities, and it can thus be considered the immediate management environment for formal knowledge acquisition. This is influenced by the teacher, the pupils, the learning materials, and the learning environment. Classroom management consists of three components: maximizing instructional time, designing instructional activities to improve academic engagement, and using proactive approaches to avoid and mitigate problems related with learners' behaviour (Sugai & Horner, 2002). All children's academic and social growth is supported in a well-managed classroom, and their learning increases, problem behaviours decrease, and potential negative behaviours are avoided. All of the things that a teacher does to organise pupils, space, time and materials so that instruction in content and pupils' learning can take place such as to foster pupils' involvement and cooperation in all classroom activities and to establish a productive working environment constitute classroom management practices. When teachers manage classroom effectively, it is hope that pre-schoolers' task persistence is enhanced.

Task persistence can be defined as the determination to complete a task until it is completed satisfactorily. It has been defined as students' perseverance in completing learning assignments (Kikas & Silinskas, 2015). Similarly, DiCerbo (2016) defined task persistence as an individual's sustained effort toward successful completion of tasks assigned to them. According to these writers, task persistence is defined by people's continual effort and determination to complete a learning activity. As a result, task persistence in this study is operationally defined as preschoolers' ability to remain focused and determined while completing the various tasks assigned to them by the teacher during classroom instruction.

The rationale for this study emerged therefore as a result of authors' experience during school supervision that pre-schoolers are not persistence with tasks given to them during classroom instructions. It was observed that some children sleep off and others get tired before completing a task, while some complete their task but are not eager to engage in another task. This lack of task persistence by pre-schoolers during classroom instruction may be attributed to the teachers' classroom management practices. This study was therefore carried out to determine the extent to

which teachers' classroom management practices can predict preschoolers' task persistence and its implications on early childhood development.

1.1 THEORETICAL FRAMEWORK

The Constructivist Social Learning Theory

Bruner is considered as one of the constructivist theory's founders. The constructivist social learning theory is a theory about how learners learn that is based on observation and scientific research. Constructivism's basic principle is that human learning is structured in such a way that learners build new information on top of old knowledge. Constructivist philosophy, which says that learning is best completed through a hands-on approach, inspired a variety of teaching methods. The core assumption of constructivist theory is that a learner actively seeks new information and is actively involved in the process of gaining, assimilation, and application of knowledge. The following are important constructivist learning principles: learning is an active process, Learning is engaging; this implies that teachers need to provide activities that engage the learners, Learning occurs contextually; this shows that learning experiences are interwoven with life experiences. Learning is built on previous knowledge; this implies that teachers' efforts must be connected to the state of the learner and provide a path into the subject based on his or her previous experience. Learning is a gradual process, it takes time, this shows that learners need to revisit ideas, ponder them, try them out, play with them and use them to achieve a desired goal. Learning is a social activity.

Vygotsky's (1978) work impacted social constructivism, which proposed that knowledge is first constructed in a social environment and then taken up by people. Vygotsky claimed that in social constructivism interactions, teachers actively assist learners in developing their own understanding of the situation. In this case the teacher serves as a mediator in the learning process and is responsible for creating a suitable classroom environment in which all learners are active participants. Tangible experience should be incorporated into the learning process, requiring learners to put their information to the test by acting on the environment, resulting in reliable and trustworthy knowledge. Constructivist theory is relevant to this study because this study explored teachers' classroom management practices as a determinant of pre-schoolers task persistence.

1.2 Literature Review

Teachers must develop abilities in classroom management procedures such as rulemaking, building good communication with children, correcting undesired behaviors, effective time management, and class order while completing teaching tasks. The teacher's responsibility in the classroom is to create a positive environment through well-organized management. Effective classroom management has an impact on student achievement and the development of positive school attitudes. According to Oliver and Reschly (2007), classroom management is a component that influences academic success. The process of preventing disruptive behaviour in order to improve academic performance is known as classroom management. Classroom management is defined by Wong and Rosemary (2001: p.84) as "all the things a teacher undertakes to organize students, space, time, and materials so that classroom instruction and student learning can take place." Furthermore, as Wong and Rosemary (2001) pointed out, classroom management encompasses all of the strategies and processes that a teacher employs in order to create a positive learning environment. Martin and Sass (2010) defined classroom management as the measures taken by teachers to control the classroom, students' behaviour, and their learning.

These activities include establishing order, dealing with misbehaviour, providing proper instruction, and meeting the emotional and cognitive needs of pupils (Emmer & Stough, 2001). Classroom management is an essential component of the educational process. It covers all of the processes that occur throughout the contact between the instructor and the students. The practice of ensuring that classroom teachings operate effectively despite disruptive student behavior is known as effective classroom management. It entails the planning and production of teaching and learning

materials, their organization, classroom decoration, the formulation of expectations, and the establishment and enforcement of classroom norms and routines (Tan, Parsons, Hinson & Sardo-Brown, 2003). Because the classroom is the location where students and teachers interact the most, how teachers conduct themselves in the classroom has a significant impact on their own teaching and learning of the students. Effective classroom management determines how well teachers teach and how well students learn. Effective instructors establish a safe, supportive, and welcoming classroom environment in which kids feel respected, cared for, and secure.

For this purpose, effective teachers create conditions of cooperation, discipline and responsibility both for themselves and for their students (Riaz, 2009). Teachers are the ultimate decider of the classroom atmosphere. Their role is crucial in influencing the behaviours of students. Teachers who plan practically are able to overcome many classroom problems such as disruptions, deviant behaviour or misbehaviours of the children. In this regard, the nature of teacher plays a vital role, for example, different teachers have different ways of instinctively managing the classroom environment and patterns of setting up classroom that best fits their purpose (Aly, 2007). Managing a classroom is the ultimate responsibility of a teacher. The way a teacher manages the classroom will change the mind-set of the learners towards learning. Effective classroom management is an essential ingredient that promotes and enhances good teaching-learning environment which eventually lead to effective early childhood education. Procedures that structure the classroom environment, encourage appropriate behaviour, and reduce the occurrence of inappropriate behaviour are necessary for strong classroom management. Given the above definitions and explanations, there is no doubt therefore that effective classroom management practices by early childhood educators may promote pre-schoolers' task persistence.

Task persistence can be defined as the determination to complete a task until it is completed satisfactorily. It has been defined as students' determination to complete learning assignments (Kikas & Silinskas, 2015). Similarly, DiCerbo (2016) defined task persistence as an individual's sustained effort toward successful completion of tasks assigned to them. According to these writers, task persistence is defined by people's continual effort and determination to complete a learning activity. As a result, task persistence in this study is operationally defined as preschoolers' ability to stay focused and determined while carrying out the numerous activities assigned to them by the teachers during instructional delivery.

Task persistent has been adduced as an important factor in preschoolers' learning. According to some literature, preschoolers who are high in task persistence show determination and do not give up easily until they complete the activity that is required of them while those low in task persistence tend to quit easily when faced with challenges in the learning activity (Hashmi, Seok, & Halik, 2017; Zhang, Nurmi, Kiuru, Lerkkanen, & Aunola, 2011). In the same vein, Mokrova, O'Brien, Calkins, Leerkes, and Marcovitch (2013) also observed that preschoolers' persistence on tasks was related to the amount of academic skills they are likely to acquire. This is in line with the earlier assertion by some researchers (Wigfield, Eccles, Schiefele, Roeser, & Davis-Kean, 2006) who suggested that children's level of task persistence to specific learning activities can affect their performance in those activities. Thus, teachers need to adopt necessary measures that support and encourages task persistence among preschoolers. As commonly observed, many preschoolers show little eagerness in completing a task given to them. They rarely stay focused in finishing a tracing or colouring exercise. Most of the preschoolers start a task, abandon it and move to the next without completing the first one they initially started. This means that teachers are expected to devise ways of promoting tasks persistence among preschoolers during instructional delivery. However, the extent to which teachers' classroom management practices predict preschoolers' tasks persistence is still lacking in literature.

The terms preschool and pre-schooler are growing concepts in education. Mishra (2009), and Bamidele and Faremi (2013) have acknowledged preschool as a crucial period in the life of any child. Some educationists and researchers have advanced the meaning of preschool, simply as early childhood education. For instance, Ibiem and Ugwu (2009), viewed preschool as the early childhood

education designed to develop the habits, attitudes and skills needed for the primary education level. It encompasses crèche, daycare, kindergarten and nursery meant for children between the ages of 2 to 6 years (Morrow, 2009). Obi (2010) opined that it is the type of education set aside for meeting the particular needs of children by promoting their physical, mental and social growth as they get ready for primary education. The State of Israel (2010) defined preschool as an educational framework for children between the ages of 3 to 6 that significantly contributes to their development and addresses their needs at the start of their journey through the education system. Furthermore, it stated that preschool offers constructive experience for children by establishing a sense of trust and confidence that will ensure their successful education progress. These views all point out that preschool is the foremost education given to children which determines their progress.

Other views also abound. Preschool have been considered as the provision of learning to children before the commencement of statutory and obligatory education, usually between the ages of zero to five years (Morrison, 2011). The Federal Republic of Nigeria (FRN, 2014) in her National Policy on Education defined preschool as the type of education designed for children between the age of 0-5 years in an early childhood care centre or nursery. It is also viewed as a period in which children receive their foremost school learning experiences (Yoleri, 2014). In the same vein, Chi, Kim and Kim (2016), described preschool as the period in early childhood when a child builds up basic competencies and self-concepts that influence their later developmental process. In relation to this assertion, OECD (2017) defined preschool as the basic preparatory type of education offered to children before substantive education. In this study, preschool is defined as the first form of education given to children in order to prepare them for further education.

The quality of education and opportunities offered to children at preschool are essential to their life. The behaviour and development of children are highly influenced by the social support and learning experiences they receive in preschool (Cabell et al., 2015 and Majzub, 2009). Thus, learning activities provided for preschool children ought to promote their development in all aspects including task persistence. Accordingly, Akpan (2012) asserted that preschool consist of activities and experiences that are intended to facilitate developmental change in children and are usually designed to enhance later school performance. Moreover, Okoh (2012) noted that it is the foundation upon which the entire education system is built and whose stability determines the quality and stability of later educational pursuits at all levels. Indeed, the success and failure of the entire education system rest on it. Furthermore, Sooter (2013) reiterated that it is very central to the formation of intelligence, personality and social behaviour of a child. This implies that preschool learning experiences cannot be neglected if children are to do well in subsequent level of education. From the foregoing reports and assertions, it could be inferred that preschool has a wide range of benefits to the society, parents and particularly, the preschoolers.

Preschoolers in this content can therefore be considered as children who are attending preschools. Enemu, Obidike & Aleke, (2015) defined a preschooler as a child between the ages of 3 and 5 receiving education at preschool. This definition is in line with the views FRN (2014), the State of Israel (2010) and other authors about preschool children. Thus, in this study, preschoolers refer to children who are receiving their first form of education at various preschools.

1.2 PURPOSE OF THE STUDY

The main purpose of this study was to determine teachers' classroom management practices as determinants of pre-schoolers' task persistence. Implication for early childhood development. Specifically, the study was carried to determine;

- the classroom management practice adopted by early childhood educators during classroom activities
- the predictive power of teachers' classroom management practices on preschoolers' task persistence

Research Questions

The following research questions are posed to guide the study

- What are the early childhood educators' classroom management practices?
- What is the predictive power of teachers' classroom management practices on preschoolers' task persistence?

Hypothesis

One null hypothesis is formulated to guide the study.

- Teachers' classroom management practice is not a significant determinant of preschoolers' task persistence.

2.0 Method and Materials

2.1 Research designs

This study employed both descriptive and correlation survey research designs. Nworgu (2015) asserts that descriptive survey is aimed at collecting data on, and describing it in a systematic manner, the characteristic, features or facts about a given or an existing condition or event in relation to a population. It is also concerned with conditions or relationships that exist, practices that prevail, beliefs or points of view or attitudes that are held, processes that are going on, influences that are being felt and trends that are developing. Nworgu (2015), also stated that correlation study seeks to establish the relationship that exists between two or more variables and tries to establish the direction and magnitude of the relationships between the variables. By implication, it is a research design that enables a researcher to find out the proportion of variation in the dependent variable (criterion variable) that is predicted by the independent variable (predictor variable). Hence, since the researcher is interested in determining the extent to which teachers' classroom management practices (independent or predictor variables) predict pre-schoolers' task persistence (dependent or criterion variables), the design was considered more appropriate for this study.

2.2 Participants

The sample for this study comprised 161 respondents which was made up of 156 preschoolers and 5 early childhood educators. The sample was drawn through multistage sampling procedure involving cluster, simple and purposive sampling techniques. At the first stage, the pre-schools in the State were cluster into five Education Zones (Local Education Authorities). In the second stage, one education zone was drawn for the study out of the five (5) Education Zones in the State using the simple random sampling technique. Using the simple random sampling technique, the names of the five Education Zones in the State were written on pieces of paper, folded and put in a container, shuffled and the researchers randomly draw one education zone from the container. This technique was adopted because, it is free of bias, and thus gave all the Education Zones in the State equal chance of being selected for the study. In the third stage, purposive sampling technique was used to draw 5 nursery schools from the Education Zones sampled. Purposive sampling technique was used in order to select early childhood educators who were experience in classroom management practices.

2.3 Data Collection Tools

Quantitative data for this study to describe teachers' classroom management practices and pre-schoolers' task persistence were obtained using the rating scales developed by the researchers. After developing the instruments, the researchers subjected the instruments to face validation and reliability check. The instruments were validated by three experts, two in early childhood education unit and one in measurement and evaluation unit, all from university of Nigeria, Nsukka. The instruments were submitted to experts to checked the relevance, suitability and clarity of the test items for the study. Modifications and corrections were made based on experts' advice. The reliability coefficients of the instruments were ascertained using Cronbach's alpha and the reliability coefficients

for teachers' classroom management practices and preschoolers' task persistence were 0.86 and 0.81 respectively.

2.4 Data Collection Process

The researchers with the help of research assistances used the teachers' classroom management practices rating scale to rate the teachers during instructional delivery (observing the teachers and rating them according to the classroom practices exhibited), the pre-school teachers thereafter used the pre-schoolers' task persistence rating scale to rate the pupils.

Ethical considerations

Approvals to collect data from the schools were obtained from the head teachers of the various schools used for the study. Also, ethnical clearance certificate was obtained from the department of educational foundations, faculty of education, University of Nigeria, Nsukka to conduct this research.

2.5 Data analysis

Data analysis means breaking down the information gathered from the instrument administered into elements to obtain responses to research questions. Mean and standard deviation were used to answer research question one which was on teachers' classroom management practices while Pearson Product Moment Correlational Analysis was used to answer research question two on the relationship between teachers' classroom management practices and pre-schoolers' task persistence. Any item with a mean of 2.50 and above was regarded as agree and interpreted as a classroom management practice adopted by the early childhood educators. Any item with a mean below 2.50 was regarded as disagreed and interpreted as classroom management practices not practice by early childhood educators. On the relationship between teachers' classroom management practices and pre-schoolers' task persistence, the overall mean ratings of preschoolers task persistence by the teachers for each school was used to correlate with teachers' classroom management practices. Since only 5 preschools were used for the study, this has reduced the total number to 5. A coefficient of determination or the predictive value (R-square) was used to check the percentage of teachers' classroom management practices that predicted pre-schoolers task persistence. In order to test the formulated hypothesis, Regression analysis was used (Regression ANOVA). Regression was used to check the predictive power of the predictor variable (Teachers' classroom management practices) on the criterion variable (Pre-schoolers' task persistence). The hypothesis was tested at 0.05 level of significance.

3. RESULTS

4.1 Results

This section is organised according to the two research questions and the one null hypothesis that guided the study.

Research question one: What are the early childhood educators' classroom management practices?

Table 1: Descriptive Statistics of classroom management practices by early childhood Educators

S/N	Item Statement	N	Mean	SD	Remark
1	Organizing the pre-schoolers activities into logical stages to fulfil the objectives of the lesson.	5	2.00	0.70	Disagree
2	Creating extra activities for pre-schoolers to work when they have completed their main task	5	2.40	0.54	Disagree
3	Using class time to reflect on appropriate behaviour with Pre-schoolers as a group.	5	3.20	0.44	Agree
4	Redirecting inappropriate behaviour of Pre-schoolers on the spot, using loud voice.	5	2.20	0.44	Disagree

5	Ignoring misbehaviour of pre-schoolers that is non-disruptive to class.	5	3.40	0.54	Agree
6	Using short verbal cues to stop misbehaviour (e.g. use "shh" sound).	5	2.80	0.44	Agree
7	Using nonverbal signals to stop misbehaviour (e.g. make eye contact, approach and touch disruptive pre-schoolers).	5	3.20	0.44	Agree
8	Providing positive reinforcement to pre-schoolers for appropriate behaviour such as tangible rewards	5	2.40	0.54	Disagree
9	Using different types of seating arrangements depending on the type of activity pre-schoolers are assigned to do.	5	2.60	0.54	Agree
10	Establishing positive behaviour with all pre-schoolers	5	2.80	0.44	Agree
Cluster Mean			2.70	0.39	Agree

Note: SD = Standard Deviation

The result of the study as presented in Table 1 shows the mean and standard deviation of early childhood educators classroom management practices as rated by the researchers. Result shows that early childhood educators carry out the following classroom management practices, these include; using class time to reflect on appropriate behaviour with Pre-schoolers as a group, ignoring misbehaviour of pre-schoolers that is non-disruptive to class, using short verbal cues to stop misbehaviour (e.g. use "shh" sound), using nonverbal signals to stop misbehaviour (e.g. make eye contact, approach and touch disruptive pre-schoolers), using different types of seating arrangements depending on the type of activity pre-schoolers are assigned to do and establishing positive behaviour with all pre-schoolers. This is because the mean ratings were above 2.50 set a criterion for accepting an item as a classroom management practices adopted by early childhood educators. On the other hand, the early childhood educators did not practice the following classroom management practices, these include; organizing the pre-schoolers activities into logical stages to fulfil the objectives of the lesson, creating extra activities for pre-schoolers to work when they have completed their main and redirecting inappropriate behaviour of Pre-schoolers on the spot, using loud voice among others. The cluster mean of 2.70 with a standard deviation of 0.39 shows that early childhood educators in Cross River state adopt classroom management practices that may promote preschoolers' task persistence.

Research Question Two: What is the predictive power of teachers' classroom management practices on preschoolers' task persistence?

Table 2: The predictive power of teachers' classroom management practices on preschoolers' task persistence.

Model	R	R ²	Std. Error		Change Statistics				
			Adjusted R ²	of the Estimate	R ² Change	F Change	df1	df2	Sig. F Change
1	.709 ^a	.503	.338	.31764	.503	3.040	1	3	.180

The result of the study as presented in Table 2 shows that the relationship between teachers' classroom management practices and pre-schoolers' task persistence was 0.709. This shows that there was a positive and high correlation between the teachers' classroom management practices and pre-schoolers' task persistence. The coefficient of determination also known as the predictive value was 0.503. The predictive value of 0.503 implies that 50.3% of preschoolers' task persistence is predicted by teachers' classroom management practices. This implies that about 49.7% of other variables other than teachers' classroom management practices accounted for preschoolers' task persistence.

Hypothesis: Teachers' classroom management practice is not a significant determinant of preschoolers' task persistence.

Table 3: Regression Analysis of the predictive ability of teachers' classroom management practices on Pre-schoolers task persistence.

Model		Sum of Squares	df	Mean Square	F	Sig.	Remark
1	Regression	.771	1	.771	142.334	.001 ^b	S
	Residual	.016	3	.005			
	Total	.788	4				

Note: S = Significant, $\alpha = 0.05$

Result on Table 3 shows that the f-ratio of 142.334 was obtained with a significant value (p-value) of 0.001. Since the p-value is less than 0.05 set as level of significance for testing the null hypothesis, this means the result is significant and the null hypothesis rejected. Inference drawn is that teachers' classroom management practice is a significant determinant of preschools' task persistence is. This implies that teachers' classroom management practices are significant factors in determining pre-schoolers' task persistence in Cross River, Nigeria.

4. DISCUSSION

Based on the findings of the first research question which dwelt on the early childhood educators' classroom management practices, result shows that majority of the early childhood educators use class time to reflect on appropriate behaviour with Pre-schoolers as a group and ignore misbehaviours of pre-schoolers that are non-disruptive to class activities. It was also found that teachers use short verbal cues to stop misbehaviour (e.g. use "shh" sound) and also use nonverbal signals to stop misbehaviour (e.g. make eye contact, approach and touch disruptive pre-schoolers). It was also found that teachers use different types of seating arrangements depending on the type of activity pre-schoolers are assigned to do and establishing positive behaviour with all pre-schoolers. It is important to note that when teachers adopt appropriate classroom management practices, it promote task persistence by preschoolers because of the friendly atmosphere of learning displayed by the teachers. This implies that continues exhibition of appropriate classroom management practices is a prerequisite for early childhood development of emotional, social and psychomotor skills which are all needed by preschoolers to persist in any given task. The result of the study is consistent with the views Norris, (2003) and Oliver and Reschly (2007) who asserted that effective classroom management has an impact on student achievement and the development of positive school attitudes. The result of the study is also in line with Aly, (2007) who found that teachers are the ultimate decider of the classroom atmosphere and further stated that their role is crucial in influencing the behaviours of students during classroom instruction. Teachers who plan practically are able to overcome many classroom problems such as disruptions, deviant behaviour or misbehaviours of the children. For example, different teachers have different ways of instinctively managing the classroom environment and patterns of setting up classroom that best fits their purpose which promote task persistence by preschoolers.

The findings from the second research question and the test of hypothesis show that there was a positive and high correlation between teachers' classroom management practise and preschoolers task persistence. It was also found from the test of hypothesis that teachers' classroom management practices are significant factors in determining preschoolers' task persistence. This implies that when teachers are consistent in using appropriate classroom management practices, it promotes preschoolers' attention and enhance their persistence in any given task. The finding of this

study is somewhat consistent with the views of early researchers like Mokrova, O'Brien, Calkins, Leerkes, and Marcovitch (2013) who observed that preschoolers' persistence on tasks was related to the amount of academic skills they are likely to acquire through teachers' use of appropriate classroom practices. This is in line with the earlier assertion by some researchers (Wigfield, Eccles, Schiefele, Roeser, & Davis-Kean, 2006) who suggested that children's level of task persistence to specific learning activities can affect their performance in those activities. Thus, teachers need to adopt necessary measures that support and encourages task persistence among preschoolers.

5. CONCLUSION

This research provided an empirical evidence that teachers' classroom management practices can enhance and promote preschoolers' task persistence. It is therefore concluded that teachers' classroom management practices are significant factors in determining preschoolers' task persistence. It is also concluded that preschool teachers in Cross River state adopt classroom management practices that may promote preschoolers' task persistence. The findings of this study may be limited by factors such as teachers' experience, location, gender, qualification, pedagogical and content knowledge. The researchers were not able to control for these moderating variables, thereby limiting the generalisation of the findings of the study to the entire population. The findings of this study have contributed to the existing knowledge on the influence of teachers classroom management practices on pre-schoolers task persistence.

6. RECOMMENDATIONS AND IMPLICATION FOR EARLY CHILDHOOD DEVELOPMENT

- Preschool educators are therefore encouraged to always adopt an appropriate classroom management practices that will promote positive behaviours of preschoolers which eventually leads to sustained interest in learning during classroom instructional delivery hence promoting and enhancing task persistence by the learners. It is important that teacher professional development agencies and school management committee teams provide structured opportunities for early childhood educators to start exhibiting appropriate classroom management practices that will enhanced preschoolers task persistence.
- The curriculum for specialist in early childhood education for teachers undergoing training in colleges of education and universities should include an in-depth programme or course in classroom management practices in order to provide the early childhood educators with content knowledge and opportunities to develop proficiency in classroom management that can enhance task persistence of the preschoolers.
- In addition to the Teaching practice programme already in existence in teacher training institutions, the curriculum for Colleges of Education and other teacher training institutions should include a practicum in classroom management practices. This will provide trainee teachers with opportunities to acquire practical classroom management skills. When this is done, it will enhance the development of early childhood programme which consequently leads to early childhood development of different skills resulting in task persistence.
- Classroom management content should be spread across all courses offered in Colleges of Education and faculties of education in universities and other teacher training institutions. This will help to acquaint and prepare teachers to be able to manage their classrooms effectively and efficiently which leads to task persistence among the preschoolers during classroom instructions.

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Competing interests

The authors declare that they have no financial or personal relationships that may have inappropriately influenced them in writing this research article.

Author's contribution

Professor Chinedu. I. O. Okeke conceived and planned the research and also provided the much needed supervision and took the lead in writing the manuscript. Dr. Akobi T. Ogbeche. developed the research instruments and was involved in data collection, data analysis and interpretation of results. All authors provided critical feedback and helped in shaping the research, analysis and manuscript review.

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Data availability

The data that support the findings of this study are available from the authors upon reasonable request.

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